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FRENCH

DEPARTMENT OF EDUCATION
Edmonton, Alberta
September, 1967

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A C K N O W L E D G E M E N T

The Department of Education acknowledges with appreciation the contributions of the Subcommittee on Secondary French toward the preparation of this Curriculum Guide for the Six-Year Program in French. The Subcommittee operated under the guidance of the Junior and Senior High School Curriculum Committees.

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C U R R I C U L U M G U I D E

for

Secondary School

F R E N C H

I. Introduction

The world's evolved natural languages are immeasurably complex. To gain an ability to use (speak, read, write) even one's native tongue is a long, arduous and continuing task. To learn a foreign language well enough that it may be of practical use when needed; that personal satisfaction and pleasure may be gained from its use; that the cultural values of another country might be appreciated is also a long and exacting task.

A. Practical Value of a Knowledge of a Second Language

In this age of ever-increasing international contacts and steadily growing consciousness of cultural interdependency, the practical value of knowing a second language is fairly obvious. Today an increasing number of people agree that instruction in at least one second language should be extended to include a greater number of students than have been reached in the past. The increase in communication between nations in the fields of trade, politics, tourism, technology and science; the need for interchange of students between nations; and in, Canada, the requirements of certain positions in the Civil Service; are all factors which point to the urgency of learning a second language.

B. Personal Satisfaction in Knowing a Second Language

It is the experience of those people who speak another language that a great deal of personal satisfaction results from this knowledge. It allows them to travel more freely to various parts of the world, to converse with the peoples who speak this second language, thus enabling them to gain deeper understanding of a new culture. It also enables them to share in the daily life of another people through its radio, television and theatre, and it opens the door into the great treasure of literary productions.

C. Cultural Values in Knowing a Second Language

In human activities using language is the most important cultural act. Language is the bearer of culture and the vehicle by which it is transmitted, and it is mainly through its language that a culture can be understood.

Commencing in September 1966, a new sequence of courses, French 11, 21 and 31 was introduced. The new sequence is designed as an alternative to the regular matriculation sequence, French 10, 20 and 30 for students who have already attained some degree of proficiency in understanding and speaking French as a second language. Only students who have completed a sequential course with one of the authorized programs for the minimum time suggested, i.e. 112.5 minutes weekly during the preceding three years should register in French 11. Further, it is strongly recommended that only teachers who have had some training in the methodology of at least one of the authorized programs be encouraged to teach this new sequence of French courses.

II. AUTHORIZATIONS

The following materials have been authorized for use in the six-year sequential program. Commencing in September 1967, they have been authorized as an alternative program in French 10. The members of the Subcommittee on Secondary French are continuing to study the materials in preparation for their authorization for French 20 in 1968-69 and for French 30 in 1969-70.

1. Audio-Lingual Materials
Longmans, Canada Limited
55 Barber Greene Road
DON MILLS, Ontario
2. Aural-Oral French Series
Holt, Rinehart and Winston Canada Limited
533 Oxford Street
TORONTO 18, Ontario
3. Voix et Images de France
Marcel Didier (Canada) Limited
1029 Côte du Beaver Hall
MONTREAL, Quebec

Any of these series may be considered as an alternative to the textbooks currently authorized for French 10.

For details concerning previous and continuing authorizations in French 10 and present French 20 and French 30, refer to the Senior High School Curriculum Guide for French, German and Latin (Interim Edition) 1964.

III. SUGGESTED CONTENT FOR EACH OF THE AUTHORIZED PROGRAMS

A. French 10

a. New Authorizations

1. Audio-Lingual Materials Units 1 - 12
2. Aural-Oral French Series, Le Français:
Ecouter et Parler Units 1 - 15
3. Voix et Images de France, Premier Degré
Lessons 1 - 10

b. Previous Authorizations

1. Le Français Vivant Lessons 1 - 20
2. New Junior French Lessons 1 - 20
3. Premières Années de Français, Chapters
1 - 24

B. Six-Year Sequential Program

a. End of Grade Nine

1. Audio-Lingual Materials Units 1 - 19
2. Aural-Oral French Series
Le Français: Ecouter et Parler
Units 1 - 20
3. Voix et Images de France Lessons 1 - 18

b. End of Grade Ten

1. Audio-Lingual Materials Units 20- 26
2. Aural - Oral French Series,
Le Français: Parler et Lire Units
1 - 7
3. Voix et Images de France Lessons 19 - 30

A brief note on the history and the development of the three audio-lingual language programs now authorized is given in the appendix attached to the Curriculum Guide. The information contained therein is based on information provided by the publishers. It is presented to assist school authorities and teachers in the appraising of these three programs.

IV. SECOND LANGUAGE LEARNING

Researchers in the field of second language learning during the past fifteen years are almost unanimous in advocating an increasing emphasis on an audio-lingual approach to language teaching. Vast amounts of scientific literature now have accumulated to support such an approach in second language programs which are intended to prepare students for communicative experiences in the world of today.

In the initial stages of the audio-lingual method the materials consist of dialogues to be learned as a basis for actual communicative activities. In the later stages reading and writing are introduced after much practice of audio-oral exercises has been effected in the classroom and continued outside the classroom by means of tapes and records.

An audio-lingual approach to the learning of a second language requires frequent practice. As in the development of any skill, it is not possible for a student to become competent in the use of a second language unless he hears it often and is encouraged to speak it frequently. In most cases, regardless of the educational level or the language aptitude of the student, continuous exposure to frequently used patterns will permit the student to express himself with some degree of fluency in the new language. The present mobility of population along with trade and cultural opportunities require a re-evaluation of the objectives of second language learning to include students who do not intend to enter university.

The goal of second language learning is the acquisition of skills which results in fluency within the range of the vocabulary and the structures learned.

In an attempt to realize a thorough mastery of selected vocabulary and structures, it is proposed that the content of the three year program, i.e. French 10, 20 and 30, include the vocabulary and the grammatical constructions of Le Français Fondamental, 1er degré. It is further proposed that the content of the six-year

program include the words and the grammatical constructions found in Le Français Fondamental, 1er degré and 2e degré. The approach preferred and the materials chosen by teachers are important only in so far as they permit a method which strives to attain on the part of the students a complete mastery of frequently used words, patterns and structures. This emphasis on the complete mastery of selected items does not suggest that students be encouraged to memorize lists of unrelated words nor that they be forced to learn theoretical and highly abstract grammatical concepts. It does, on the other hand, require that these students be presented acceptable language patterns in many different situations utilizing the words and grammatical concepts contained in Le Français Fondamental.

The decision to continue with the materials now being used in the three year program, i.e. Le Français Vivant, New Junior French and Premières Années de Français, or to choose one of the recently added authorizations, i.e. Audio-Visual Materials, Aural-Oral French Series and Mix et Images de France, should be made in the light of whether a particular teacher can, with the materials chosen, implement a program in French which will lead eventually to the achievement of the stated goals. The subject matter of each individual program is thus made subordinate to the learning of the French language in manner consistent with the objectives of second language learning. When such a program has been implemented, it will become possible to evaluate student achievement in terms of the listening, speaking, reading and writing skills developed over a period of three years. Thus the emphasis will be on the development of fluency and the ability to communicate rather than upon a mere accumulation of credits. It is suggested that teachers make frequent use of Le Français Fondamental* in the preparation of exercises and tests, that the use of French-English dictionaries be discontinued and that the use of the French-English vocabulary in the textbooks be discouraged. The Dictionnaire Fondamental* by Gougenheim is a good dictionary for students who are beginning to read and write. With some advanced students, teachers might prefer to encourage the use of Larousse des Débutants.

In many school systems in Alberta, the three-year program in French will be for many students the only second language program available. It is necessary, therefore, that it remain a program acceptable to students continuing toward university studies.

* available from Marcel Didier (Canada) Ltd.
1029 Côte du Beaver Hall
Montreal 1, Quebec

V. AIMS AND OBJECTIVES

A. General Aims

The teacher of modern languages is concerned from day to day with the primary objectives of teaching a modern language: he wants his students to understand, to speak, to read and to write the language as well they can in the instruction time available. To this end he uses pronunciation drills, dramatization, conversation stimulated by questions and picture study, fiction and appropriate reading materials. The student's mastery of the language involves, among other factors, a thorough knowledge of the grammar and sentence structure of the language and habits of accurate pronunciation and good intonation. This does not imply necessarily a thorough knowledge of technical and grammatical terminology nor does it necessarily entail grammatical analysis. It requires rather the ability to use the structures of the language in both oral and written work. It should be stressed that in the early stages good intonation and rhythm are of prime importance in oral production, since the emphasis on the pronunciation of individual sounds has not generally produced students who are fluent in the language.

Modern language teachers, though, look beyond the study of a language as a language only, and as a "required" subject. They realize that the study of a language is the study of a culture as it is revealed in a people's history and in their present customs and traditions. Once students have mastered the necessary competence in the audio-lingual aspects of the language, it should then be possible to introduce cultural materials through the use of additional tapes, records, pictures, readers, film strips, moving pictures, radio, television, language clubs and visiting speakers. The insistence on the necessary audio-lingual competency is necessary in order to avoid frustration on the part of the students who do not comprehend the materials being presented. However, such depth in study helps pupils to assimilate a second language and the culture more thoroughly. It thereby provides them with a new basis from which they can evaluate their own culture and language as well as the culture and conditions of other countries.

There is an increasing awareness that our young people must be equipped to live in a world in which there is need for them to be able to communicate with others who speak different languages in business, travel or leisure activities in a world in which people are becoming increasingly mobile.

B. Specific Objectives

The specific objective of a program in French is the acquiring of proficiency in the language skills. The student should develop the ability to:

1. Understand French as it is spoken by a native speaker,

- b. speak French in everyday situations with reasonable fluency and correctness,
- c. read French easily and with comprehension, and
- d. communicate in writing anything he can say.

VI TRENDS

In his recent publication, Language Teaching, A Scientific Approach (McGraw-Hill, 1964), Robert Lado, Dean at the Institute of Language and Linguistics, Georgetown University, notes that "the methods and materials which today aspire to be up to date usually contain:

- a. basic conversational sentences for memorization,
- b. structural notes to help the student perceive and produce the stream of speech and the sentence patterns of the foreign language,
- c. pattern-practice exercises to establish the patterns as habits,
- d. laboratory materials for oral-aural practice out of class, and
- e. opportunity for use of the language in communication rather than in translation." (Page 6)

Contemporary authorities also support Lado in a methodology which places emphasis on the learning of complete constructions through frequent but meaningful repetition. Albert Valdman, in an article which appeared in the December 1960 issue of the French Review wrote, "The present trend in the teaching of foreign languages is the replacement of the traditional grammar-translation method by the audio-lingual or 'New Key' approach. Now the most important feature of the 'New Key' is the emphasis on language structure and the presentation of grammar inductively in the form of pattern drills." Robert Politzer, Nelson Brooks and Jean-Paul Vinay also advocate a language learning theory whereby students are encouraged to communicate in the language being learned even in the initial stages.

The following trends are evident at the
present time:

- a. Foreign language programs are introduced earlier in the school curriculum.

Since language is a complex of skills, the foreign language program has been gradually extended to four and six-year sequential programs, starting at the ninth and seventh grades respectively. In many schools on the North American continent, modern language learning has been initiated in the elementary grades. This development, known as FLES, is a nine or ten-year plan starting at the fourth or third grade level. Research indicates that to make the best use of a child's physiological, neurological, psychological and intellectual growth, language learning should be started at an early age. This facilitates acquiring an automatic control of the sounds, structures and vocabulary of the new language.

- b. Foreign language teaching materials and methods through which students learn to participate in communicative experiences, must be appropriate to the age of the students and to their previous learnings.

Nelson Brooks argues that a stream-level concept is used for the programming of materials and learning. A stream may originate at any point of initial language learning. A level contains two dimensions; what can appropriately be learned, regardless of age, especially with regard to situation and structure, and what is appropriate to the age and advancement of the learner, especially with regard to vocabulary and ideas.

- c. Continued emphasis on the spoken language in the initial stages of language learning.
- d. The integration of the results of psycholinguistic studies into practical foreign language programs. The area known as programmed instruction with its careful construction of learning sequences has resulted from such studies into a microscopically close examination of what it is that students should learn. It has strong implications for self-instruction because the student can always proceed at his own pace, always knowing whether he was right or wrong.

VII. METHODOLOGY

The Audio-Lingual approach stresses the importance of teaching a language first of all through the ear and the tongue. The reasons for doing this are based upon the observations by linguists that,

- a. language is oral communication, first and foremost, and must be taught as such if the student expects to communicate by means of the spoken word, and that
- b. the learner is led to more efficient reading and writing skills when understanding is the expected outcome rather than decoding.

VIII. CONCLUSIONS

- a. The students and the teacher must talk the language. All class time should be spent in active use of the language. The student is trained to understand the spontaneous utterances of the speaker of the foreign language and to speak spontaneously himself. The teacher participates in and guides the exchange of utterances among the students.
- b. Approximately the first sixty hours of foreign language learning should be devoted entirely to listening and speaking, while the teacher emphasizes oral accuracy within a limited range of structure and vocabulary. Reading and writing skills are introduced later and these are taught only to reinforce the student's ability to listen and to communicate more accurately. In the initial stages, therefore, material for reading and writing should be restricted to what students have already mastered in the aural-oral phase of learning. Gradually the structure and vocabulary control are expanded until the student is brought to the point of reading and discussing literature of the target language in the target language itself.

- c. Since language is a complex of skills, it must be acquired through steady, daily practice, of hearing and speaking. The language laboratory, used several times weekly, permits each student to practice until he has obtained control of the language. Tapes made by native speakers of the language assure the student that he is increasing his ability to understand the spoken language and that he has an authentic linguistic model to imitate. The laboratory work must be carefully correlated with the work which goes on in the regular classroom.
- d. Since the automatic control of a language is achieved not only through mimicry and memorization, but also through a process of analogy rather than analysis, the pattern practices which aid the student in getting command of the foreign language must be so constructed that the student understands what he is doing. He must constantly be on the alert, otherwise his learning becomes rote learning which will not enable him to manipulate the foreign language freely and spontaneously.

IX. TESTING

It is imperative that testing be in terms of objectives of the program. Since the first year is almost entirely oral, testing will consist of attempts to evaluate the pupils' ability to identify the sounds and words they hear, to understand the meaning of what they hear, to be able to pronounce French with reasonable accuracy, and to make themselves understood in French. There will be little formal testing at this stage. As reading and writing are added to the program, they too will have to be tested, and more formal tests will be added as time goes by.

Guidelines

1. French should be used exclusively, both in the questions themselves, and in the directions.
2. Questions should be straightforward, and simply constructed. The purpose of the test is to find out what the pupil knows, not how often he can be tricked into giving the wrong answer.
3. Habit formation is the goal in language learning, so nearly all questions should be such that a native speaker would know the correct answer instantly. Tests should not be puzzles or intellectual exercises.

4. Each item should be designed to test only one thing. e.g. the pupil who knows the correct answer but mispronounces it deserves a better mark than the pupil who does not know the answer at all, so these two aspects should be kept separate.
5. The pupil should be required to answer each question quickly to reduce the possibility of translation, and to test for the automatic response which is the goal.
6. Composition is an integral part of the program in later stages, but is not a very satisfactory test item. Care should be taken in the use of this type of question.
7. A test also serves as a learning situation. The French used in the test and expected in the answers should be correct and meaningful. Complete sentences or ideas should be used as much as possible, while testing of isolated grammatical rules should be avoided.

8. EQUIPMENT REQUIRED

The following equipment is necessary in the classroom to implement audio-lingual program in second language teaching.

1. Filmstrip Projector (for Voix et Images de France)
2. Tape recorder with extension speaker. It is suggested that both the filmstrip projector and the tape recorder be equipped with remote control switches to save teaching time.
3. Day-lite screen.

A P P E N D I X

NOTES ON THE HISTORY AND DEVELOPMENT

OF THE

THREE AUDIO-LINGUAL PROGRAMS RECENTLY AUTHORIZED

The information given below is based on information provided by the publishers.

A. Audio-Lingual Materials

In February 1959, after the NDEA became law, the U.S. Office of Education convened a conference of distinguished modern language teachers to identify some of the critical problems of research and development at the secondary school level. The group unanimously agreed that the area for priority was instructional materials. While conference members enthusiastically endorsed the statutory injunction concerning new teaching methods and instructional materials, they quickly pointed out that this phase of institute training could not be implemented because existing secondary school materials were traditional in approach, emphasizing memorization of rules of grammar and vocabulary as preparation for reading.

The conference recommended that new materials be developed immediately, rejecting the alternative that old materials might be "adapted" to the requirements of the institutes.

On March 18, 1959, the U.S. Office of Education contracted with the Glastonbury (Connecticut) Public Schools for a materials development project under the direction of Miss Mary P. Thompson, Director of Curriculum and Instruction in the Glastonbury Schools. A group of ten language teachers and several Connecticut school systems and Yale University prepared four experimental units in French, German, Russian and Spanish for beginning instruction in secondary schools in the demonstration classes of the 1959 summer language institutes. These units were duplicated in two forms: 1.

Teacher's Copy -- four units, plus introductory directions for the teacher, a title page, explanatory notes and an evaluation sheet. 2. Students' Copy -- without directions for teacher and explanatory notes. There were no tape recordings made for the original four units.

Since these materials were printed for experimental use, only a limited supply was made available. Each institute participant was given a Teacher's Copy and one class set (30) of Student's Copies. There were 12 institutes with about 1000 participants. The number of requests for copies received from teachers who had not attended institutes caused the Office of Education to place a complete set of the Beginning Audio-Lingual Materials with each state department of education for duplication, as desired, at either the state or local level.

The 1959 summer institutes were each visited by teams of evaluators and detailed reports were made to the Office of Education. The demonstration class and methods course was one of the most important phases of the institute program and it was judged successful, particularly with respect to the effectiveness of the materials used. Many evaluation sheets were returned from all parts of the country, most of which requested a continuation of the project.

A second contract was made by the U.S. Office of Education with the Glastonbury Public Schools under Title VI for the development of Audio-Lingual Materials for the beginning semester in secondary schools. The project was still to be directed by Miss Thompson. Italian was added as a fifth language. This project was begun in September 1959 with the expectation that the materials prepared would again be used in demonstration classes in 30 NDEA institutes in the summer of 1960. The four original units were revised somewhat and five more prepared. Complete tape recordings were also prepared. Thus the 1960 participants received class sets of nine units. The institutes were evaluated as in 1959 and many evaluation sheets were returned by classroom teachers.

The two preliminary projects were judged sufficiently successful to cause the Office of Education to contract with the Glastonbury Public Schools to prepare a complete four-level program with accompanying tapes, discs, tests, and teacher's manuals in each of five languages. For this purpose a center was established in New York City in June 1960. This center was under the direction of Miss Thompson. The full-time staff included a recording specialist, two writing specialists in each language and a co-ordinator of a pilot school program. Provision was made for the services of a consulting linguist in each language and native speakers as needed. In addition, there was a national advisory panel which included representatives of colleges, universities, and high schools. This panel met twice a year.

During the school year 1960-61, the Level One text materials, tapes, and student practice discs were field tested in 180 classes and 30 states. In 1961-62, Level Two was similarly field tested and in 1962-63, Level Three was so used.

In 1961 it was decided that the program being developed should be made available with maximum economy to schools throughout the country. Publishers were invited to submit proposals bidding for publication. Harcourt, Brace and World was selected as the publisher. A-IM became the official title of the program.

The NDEA project was completed December 31, 1964. Four levels of French, German, Russian, Spanish and two levels of Italian were produced. The total cost in research funds to the U.S. Government was about one and one-quarter million dollars.

The A-IM modern language instructional materials are now being used in every state in the U.S.A. The following sales information may indicate to some extent their use:

As of December 31, 1964, 1,930,599 textbooks had been sold. These included Levels I, II and III only, since Level IV was not then available. In the $4\frac{1}{2}$ year period from 1961 through July 1965, approximately 4,000,000 separate items (Textbooks, tape sets, discs, and tests) were sold.

Longmans Canada Limited announced that in September 1966 the Toronto School System will introduce Level One in Grade VIII to approximately 7,000 students and to Grade VII students the following year. Hamilton, Niagara Falls and Winnipeg are now using Level One at some grades in the junior high years. Some 500 students in Fredericton and St. John in New Brunswick are expected to begin Level One in September 1966.

Level One: Units 1 - 14

- a. Listening comprehension and speaking only during Units 1 - 4.
- b. Introduction of printed or written materials after Unit 4.
 - (i) Reading in the sense of pronouncing words and sentences aloud in response to the stimulus of printed or written material. Rapid reading for comprehension is a long range objective.
 - (ii) Writing in the sense of making the proper choice of letters in writing. Writing as a means of expressing oneself through free composition is a long range objective.

Level Two: Units 12 - 22

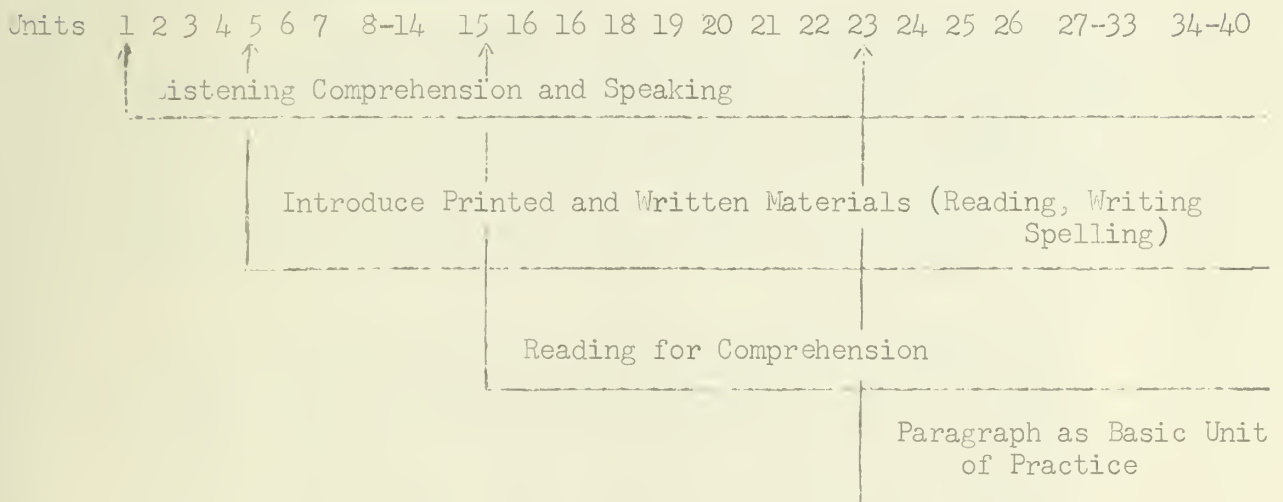
- a. Reading comprehension: its aim is to develop the ability of the student to read with understanding without translating.
- b. Reading is taught as a skill, not literature as such.
- c. The vocabulary utilized approximates a two thousand word level.

Level Three: Units 21 - 33

- a. Although some literary selections are included, all the reading selections are to be used to further the development of the reading skill.
- b. The presentation of basic grammar is completed in Level Three.
- c. The lexical index includes about 4500 words.
- d. Writing familiar material from dictation in Levels 1, 2, and 3. Sentence completion and sentence construction exercises in which the paragraph is the basic unit of written practice in Level 3.

The following schematic diagram shows approximately when the basic items of foreign language learning are to be introduced.

AUDIO-LINGUAL MATERIALS



Basic Materials

1. A-IM French Level I (Student Text - one per Student)
2. Teacher's Manual, A-IM French Level I
3. Student Tests - A-IM French Level I (one set per student)
- *4. Classroom Tapes
5. Listening-Comprehension Testing Tape Set
6. Student Practice Records (one set for every student)

Optional Materials

1. Classroom Records (may be used instead of tapes)
 2. Dialogue Posters
 3. Teacher's Cue Cards
- * Arrangements have been made to have these classroom tapes duplicated by the Audio-Visual Services Branch of the Department of Education.

B. Aural-Oral French Series

The Holt, Rinehart and Winston sequence in French had its beginning in the Intensive Language Courses developed in the United States during World War II. In 1945, Holt, Rinehart and Winston, by arrangement with the American Council of Learned Societies, produced and marketed to the general public the series of twenty-eight "Spoken Language" courses developed by the Council's constituent organization, the Linguistic Society of America, for the United States Armed Forces.

It was in the mid 1950's that work was begun on the three-course sequence for junior and senior high school classes, viz. Ecouter et Parler; Parler et Lire; and Lire, Parler et Ecrire. Prime advisors in the preparation and execution of the Holt courses were Professors W. Freeman Twaddell and Patricia O'Connor. Working with them were trained, experienced classroom teachers and literate native experts. In the preparation of Ecouter et Parler, for instance, Sylvia Levy, Chairman of the Department of French at Washington Irving High School in New York, collaborated with Dominic Cote, of Branford, Connecticut. In the second French course, Mrs. Levy worked with French novelist, short story writer and teacher, Alice Langellier, and Professor O'Connor. In the third course, Lire, Parler et Ecrire, the French essayist and teacher Camille Bauer, collaborated with Professor O'Connor and Miss Margaret Barton.

In theory and practice the HRW sequences are the product of years of collaborative work on the part of teachers, linguists and publisher. The five basic steps, or stages, of language learning which are propounded and followed in the development of the aural-oral approach are accepted widely today as essential in any modern course. They involve the following in this order: recognition of meaning (no parroting without understanding); imitation of sound; repetition (recall and use in meaningful context); variation in particulars (patterning); and selection. The first three steps or stages receive prime emphasis in the first course; the fourth in the second course; and selection is the primary target in the third.

A unique feature of the three sequences for use with junior and senior high classes is the visual materials supplementing each. The photographs and the art work used were prepared specifically for the job at hand at the expense of the publisher. In the second French course, for instance, the photographs tied in directly with the story-line, were taken by Mr. Peter Buckley in France.

Another feature of the HRW program is that the written Basic Dialogue Sentences, that form the core of each unit in level one, are not introduced until the student is familiar with its meaning and its sound through oral repetition. This reduces the danger of the student proceeding through the translation method.

As of June 1st, 1966 the first level student text -- Ecouter et Parler will be printed in Canada. Only one structural change will be made in this revision -- the expansion of the "Chansons" section. This will now include a number of additional French Canadian Songs and the "Marseillaise" will be replaced by the French versions of both "God Save the Queen" and "O Canada".

In the future, school authorities will be able to choose between the current editions at levels 2 and 3 and Canadian books that will develop the same philosophy but reflect both the French and Canadian cultural background.

The written exercises now found in the workbook "Cahier d'Exercices" will also contain extra grammatical exercises that can be introduced, in context with the course, either orally or written. The present workbook will continue to be available as well.

This program is currently in use experimentally in seven provinces in Canada. All of these "experiments" are under the auspices of the Department of Education of the particular province.

After evaluating all new audio-lingual courses over a two-year period, the Province of Manitoba recently adopted Ecouter et Parler and the "Livre d'Exercices" for use in all Manitoba junior high schools that offer French.

HRW assisted the Manitoba Department of Education in the introduction of this new course by sponsoring consultant services in the Province and assisting in the training of "pilot course" teachers.

Complete magnetic tape recordings accompany every level of the Holt, Rinehart and Winston program and are of the highest technical quality. Six professional native speakers of French give the student the opportunity to hear a variety of voices. Sound effects and music add realism and interest. "Pauses for participation" by the student are allowed for in the tapes.

Le Francais: ECOUTER ET PARLER

1. Basic Principles
 - Recognition
 - Imitation
 - Repetition
 - Variation
 - Selection
2. The Structure of the Units
 - Basic Dialogue Sentences
 - Question-Answer Practice
 - Pattern Practice
 - Conversations
3. Topics for Reports - Units 6 - 20
4. (a) The course should be introduced by a pre-reading unit of one to four units duration, three being recommended.
5. (b) There are special reading and review sections after Units 4, 6, 12, 16, 20.
6. (c) If classes use the workbook, practice in writing is provided from Unit I.
7. (d) Units 1 - 20 contain 400 basic sentences.
8. (e) Stress is on oral accuracy.

Le Francais: PARLER ET LIRE

1. Basic Principles (as in 1st and 2nd years)
2. Review - built in
3. Features
 - (a) Maintaining and developing oral competence.
 - (b) Developing reading skills.
 - (c) Beginning the formal study of grammar.
 - (d) Progressing development of writing skills.
 - (e) Developing cultural awareness by use of "Une Annee en France" -- book, tapes, pictures; "looking through the window".
 - (f) Emphasis on oral fluency with continued practice for oral accuracy.

Basic Materials

1. Le Français, Ecouter et Parler (Student Text - one per student)
2. Le Français, Ecouter et Parler: Teacher's Edition (One copy supplied free of charge with every 40 copies of the student text)
3. Tests for Le Français, Ecouter et Parler (one set per student)
4. Unit Quizzes for Le Français, Ecouter et Parler (one set per class for teacher guidance)
- *5. Programmed Tapes (22 reels, including testing tapes)
6. Album of disc recordings (one set per student)

Optional Materials

1. Flash cards

* Arrangements have been made to have these classroom tapes duplicated by the Audio-Visual Services Branch of the Department of Education.

C. Voix et Images de France

In 1951, the French National Ministry of Education appointed a commission, the Commission de Français Fondamental, to study the French language from the viewpoint of teaching French as a foreign language. This commission was headed by the noted Georges Gougenheim historian of the French language who was at that time instructing at the Faculté des Lettres in Strasbourg. Since then he has succeeded Ferdinand Brunot at the Sorbonne. The Commission sought to establish realistic priorities in teaching correct natural usage. Their pains taking research, based upon hundreds of recorded conversations with French people, resulted in Le Français Fondamental (1954), a list of the most frequently occurring words and forms or expressions in everyday speech.

In the same year that this commission was appointed, one of the well-known "écoles supérieures" was selected as the location of center for research in methods and development of teaching materials. Eventually, in 1958, the Centre de Recherche et d'étude pour la Diffusion de Français (abbreviated CREDIF) was established at the Ecole Normale Supérieure de Saint Cloud. It was here that a group of eminent specialists produced in 1960, Voix et Images de France. This project has involved teachers, linguists and psychologists, and the premier degré du français now utilized approximately 1500 of the 3000 words of the Français Fondamental and it included most of the grammatical concepts contained therein. It was

Basic Materials

1. Livre d'images (one per student)
 2. Textes pour étudiants
 3. Filmstrips (Premier Degré)
 - *4. Tapes (Premier Degré)
 5. Teaching Guide, Second Edition (one per teacher)
 6. Student Records (per set) Lessons 1 - 16
- * Arrangements have been made to have these classroom tapes duplicated by the Audio-Visual Services Branch of the Department of Education.

The student practice records listed for all three programs are included so that students may be encouraged to practice individually at home. These records may not be absolutely necessary in introducing the course, but they have proven most useful.



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CURRICULUM GUIDE

For Reference

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